DOCUMENT RESUME

ED 291 381 IR 052 279

TITLE Building Library Media Collections: Policies and Procedures for Evaluation and Selection of Instructional Materials.
INSTITUTION Maryland State Dept. of Education, Baltimore.
PUB DATE [87]
NOTE 22p.; For a related document, see ED 288 544.
PUB TYPE Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Audiovisual Aids; Cultural Awareness; Elementary Secondary Education; Ethnic Status; *Evaluation Methods; Family Life; Guidelines; *Instructional Material Evaluation; Learning Resources Centers; *Library Services; *Media Selection; Policy Formation; Sex Stereotypes; State Legislation; *Textbook Selection

ABSTRACT

This compilation of legal documents and guidelines is intended for use when designing new policies or revising existing policies for the evaluation and selection of print and nonprint instructional materials for elementary and secondary schools and their media centers. These materials focus on the following: (1) textbooks, materials of instruction, and supplies; (2) public school library media programs; (3) review and selection of textbooks and instructional materials; (4) evaluation and selection of instructional materials which will insure proper recognition of ethnic and cultural minorities; (5) sex stereotyping in textbooks and other instructional materials; and (6) selection of curricular materials for family life and human development. (CGD)

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Policies and Procedures for Evaluation and Selection of Instructional Materials

Introduction

The demand for instructional materials in all formats, print and nonprint, is greater today than ever before. Instructional materials play a vital role in the teaching-learning process. As the number and variety of print and non-print materials increase, it becomes even more important to exercise care in the evaluation and selection of these materials, thereby insuring a quality collection to support the school curriculum. If schools and their library media centers are to provide students and teachers with materials of the highest quality, it is essential that they have a formalized method of selecting and evaluating materials.

Numerous guidelines have been released by the Maryland State Department of Education to assist local personnel with this awesome task. To further assist those involved in the evaluation and selection of instructional materials, a compilation of legal documents and guidelines relating to instructional materials is reprinted and included in this publication as follows:

1. Textbooks, Materials of Instruction, and Supplies
   - Annotated Code 1957, Article 77, §79; 1978, Chapter 22, §2; 1986, Chapter 571, section 7–106.
2. Public School Library Media Programs
   - COMAR 13A.05.04.01
3. Review and Selection of Textbooks and Instructional Materials.
   - Maryland State Board of Education Resolution No. 1976–18
   - Guidelines for the Review and Selection of Textbooks and Instructional Materials
   - Sample Request for Reconsideration of Media
4. Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities
   - COMAR 13A.04.05.01–03
   - Guidelines for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities
5. Sex Stereotyping in Textbooks and Other Instructional Materials
   - Maryland State Board of Education Resolution No. 1974–48
   - Guidelines for the Elimination of Sex Stereotyping in Instructional Materials
6. Selection of Curricular Materials for Family Life and Human Development
   - COMAR 13A.04.01.02

These documents should be studied and used when designing new policies or revising existing ones.

Textbooks, Materials of Instruction, and Supplies

Each local education agency is expected to provide materials for student instruction.

§7-106. Textbooks, materials of instruction, and supplies

(a) *Selection and purchase of school materials.*—On the recommendation of the county superintendent and subject to the provisions of this article, each county board shall adopt procedures for the selection and purchase of the following items, at the lowest price consistent with good quality, for use in the public schools:

(1) Textbooks;

(2) Supplementary readers;

(3) Materials of instruction;

(4) Visual and auditory aids;

(5) Stationery; and

(6) School supplies.

(b) *Purchase of books and other materials concerning black history.*—

(1) Each county board shall adopt procedures for the selection and purchase for use in each public school library or media center of a collection of books and auditory and visual materials concerning black history.

(2) The collection in each library or media center shall be appropriate for students in each age group and reading level in the school.

(c) *Materials to be furnished free of charge and in sufficient quantities.*—Each county board shall furnish the materials and supplies listed in subsection (a) of this section:

(1) Free of cost for use in the public schools; and

(2) In sufficient quantities for the different grades in the public schools. (Annotated Code 1957, art. 77, §79; 1978, ch. 22, §2; 1986, ch. 571.)

Public School Library Media Programs

Each local education agency must establish a school library media program for use by all students. Selection and removal policies and procedures are considered essential program implementation documents. Selection procedures need regular review if optimum use is to be made of the endless variety of educational materials available today.

Bylaw 13A.05.04.01

Authority: Education Article, §5-206 and Title 23, Annotated Code of Maryland

.01 Public School Library Programs

A. Each local education agency shall establish in each school a unified school library media program for the use of all students which shall include, but not be limited to:

(1) An organized and centrally managed collection of materials and equipment;

(2) Instruction in the use of the materials, equipment, and emerging technologies in §A(1);

(3) Appropriate materials to support the instructional programs of the local school systems;

(4) Professional and support staff.

B. The school library media program shall be integrated with the local school system's instructional programs by having professional library media personnel:

(1) Participate in the development and implementation of all educational programs;

(2) Instruct students, in cooperation with other teachers, in library research and study skills which have been integrated into other areas of the curriculum.

C. Each local education agency shall develop a plan for its school library media program which shall include the following goals and subgoals to:

(1) Provide direct instruction to help students develop skills which include:

(a) Locating and using materials and equipment,

(b) Reviewing, evaluating, and selecting materials,

(c) Learning and applying study, research, reference, and critical thinking goals,

(d) Comprehending content in various types of media,

(e) Retrieving and managing information,

(f) Developing lifelong reading habits,

(g) Appreciating literature,

(h) Valuing books and media,

(i) Creating print and nonprint materials;

(2) Support instruction by:

(a) Identifying and securing human and material resources,

(b) Consulting and planning with school and system level staff as well as other individuals and organizations,

(c) Participating in curriculum development implementation and evaluation,

(d) Providing staff development services;

(3) Provide services which include but are not limited to:

(a) Evaluating and selecting materials and equipment in accordance with local board of education policies,

(b) Implementing procedures for the acquisition, organization, circulation, and removal of materials and equipment,

(c) Providing reference and information assistance for specific requests,

(d) Producing materials to support existing curriculum,

(e) Promoting instructional materials, equipment, and services to students, staff, parents, and the community,

(f) Providing access to people and information outside the school community;

(4) Provide personnel who include:

(a) Certificated staff with technical and clerical assistance at the school building level to organize and operate a school library media program,

(b) Central office leadership and technical and clerical assistance to support and coordinate the school library media program;

(5) Make accessible a comprehensive and organized collection of selected materials and equipment according to policies established by local boards of education;

(6) Provide an adequate physical facility which is accessible and conducive to learning.

D. Each of the local education agencies shall develop school library media program implementation documents which shall include:

(1) Selection and removal policies and procedures;

(2) Scope and sequence documents for teaching library media, research, and study skills;

(3) Handbooks or manuals of operational procedures.

E. By July 1, 1987, each local education agency superintendent shall certify to the State Superintendent that the elementary and secondary school library media program meets the requirements set forth in these regulations.

F. By July 1, 1987, the State Department of Education shall implement a procedure for conducting periodic reviews of local education agency school library media programs in order to identify program and professional development needs that exist in library media programs.

Review and Selection of Textbooks and Instructional Materials

Maryland State Board of Education
Resolution No. 1976-18
Re: Review and Selection of Textbooks and Instructional Materials

WHEREAS, The selection of instructional materials should reflect the goals of education of each local education agency; now, therefore, be it

RESOLVED, That each local school system shall establish policies and procedures for reviewing and selecting print and nonprint materials to be used in the instructional program in accordance with guidelines by the Maryland State Department of Education, and be it further

RESOLVED, That each local school system shall submit to the Division of Library Development and Services, Maryland State Department of Education, the policies and procedures established for the selection and evaluation of print and nonprint materials.

Guidelines for the Review and Selection of Textbooks and Instructional Materials

The selection and adoption of textbooks and instructional materials is the responsibility of each local education agency in Maryland. Therefore, the Baltimore City Board of School Commissioners and each county board of education should have an officially approved and adopted policy for the selection of textbooks and instructional materials. Such a selection policy should include the following:

- The nature and scope of collections;
- The governing body legally responsible for the operation of the review and selection program;
- The specific role(s) of the person(s) responsible for the coordination of the selection of materials;
- The objectives of the selection of materials;
- The types of materials for consideration;
- The criteria for the evaluation and selection of materials;
- The selection sources for use as guides in the selection of materials;
- The procedure for the selection of textbooks and instructional materials;
- The procedure for handling challenged materials; and
- The process for the reevaluation of materials in existing collections.

The official selection policy provides a procedure for consistent excellence in the choice of materials for use in the teaching-learning process. Also, it serves as a document that can be made available to parents and other citizens for furthering their understanding of the purpose and standards of the selection of textbooks and instructional materials.

When policy statements are cooperatively developed by administrators, teachers, subject specialists, students, parents, and representative citizens from the school community, and are accepted and followed, they provide both guidance and protection for all who are involved in the selection and utilization of materials.

Guidelines

All materials should be evaluated in accordance with standards and criteria established and accepted by the Baltimore City Board of School Commissioners and each county board of education and should be consistent with the following guidelines:

1. The process for the selection of textbooks and other instructional materials should involve the formal evaluation by and recommendation of administrators, teachers, subject specialists, and library media personnel with input from students, parents, and community representatives.
2. Final authority for the acceptance and utilization of all instructional materials should remain with the Baltimore City Board of School Commissioners and each county board of education.
3. Within each local school system, textbooks should be made available prior to initial purchase for review and examination by any interested person.
4. The Baltimore City Board of School Commissioners and each county board of education should establish procedures which enable parents to examine library media center materials upon request.
5. The process of examining and evaluating materials should be continuous and systematic.

6. A file should be maintained containing evaluative statements of all materials that have been examined and reviewed. For materials not purchased, the reviews may be maintained for a shorter period of time than for materials purchased.

7. All forms of print and nonprint materials should be included in the selection policy.

8. Specific criteria should be established for each type of material and/or subject area. The same criteria should be applied to gifts, loans, and other materials selected. The following criteria should be considered when evaluating and selecting textbooks. Textbook content should:

   - Be accurate and objective;
   - Represent the broad spectrum of viewpoints of given topics;
   - Be correlated to visual materials;
   - Contain bibliographies reflecting multi-media materials;
   - Be appropriate to levels of learning;
   - Be authoritative, realistic, factual;
   - Be arranged chronologically and/or systematically;
   - Reflect the pluralistic character and culture of the American people;
   - Be free of sexual stereotyping; and
   - Represent various ethnic groups.

   The following criteria should be considered when evaluating and selecting media. Curricula materials should:

   - Be relevant to today's world;
   - Represent artistic, historic, and literary qualities;
   - Reflect the problems, aspirations, attitudes, and ideals of a society;
   - Be pertinent to the curriculum;
   - Contribute to the objectives of the instructional program;
   - Be appropriate to the level of the user;
   - Represent differing viewpoints on controversial subjects; and
   - Provide a stimulus to creativity.

   Technical materials should:

   - Be of acceptable technical quality; clear narration and sound, synchronized pictures and sound; and
   - Be readable; typographically well balanced.

   General criteria which might be applicable to the selection of various pieces of equipment to accompany the materials are:

   - Physical characteristics;
   - Electrical characteristics;
   - Optical characteristics;
   - Audio characteristics; and
   - Transport characteristics.

9. The selection of instructional materials should reflect the goals of education for the local education agency, the current curriculum trends, methods of instruction, modes of learning, the availability of materials and equipment to meet the varying levels of learning, and the individual student needs within a particular school community.

10. There should be an abundance of materials in all formats at many levels of difficulty, with a diversity of appeal and the presentation of different points of view—ethnic, religious, political, and cultural.

11. Reliable, unbiased, professional selection aids, lists, and reviewing sources should be used as guides. This system-wide list of selection sources should be made available upon request from the local school community.

12. A procedure should be established for the reconsideration of materials which have been questioned by an individual or group of individuals. The procedure should include the following areas: (1) the Process, which clearly defines the steps to be followed; (2) a Reconsideration Form for Textbooks and Instructional Materials; and (3) the Appeal—a formal review of the textbook or instructional material questioned.

13. Appropriate personnel should reconsider the item being questioned according to the adopted procedure. If the complaint is not satisfied, further appeals should be directed to the person responsible as indicated in the procedure.

14. The Baltimore City Board of School Commissioners and each county board of education should serve as the final local authority when textbooks and instructional materials are being reconsidered.

Sample Request for Reconsideration of Media

Media consists of all types of print and nonprint materials; i.e. books, films (16mm and 8mm), filmstrips, tapes, records, study prints, pictures, transparencies, and all other printed or published items.

Type of media_____

Name of item_____

Publisher or Producer_____

Publication Date_____

Name of person, organization (group), or community seeking reconsideration_____

_____

Occupation_____

Address_____
Street City State Zip

Telephone_____

1. Did you read, view, or listen to the complete item? Yes___ No___
2. How was the item acquired? (Assignment, free selection, from a friend, etc.)

   _____
3. Is the item part of a set or series? Yes___ No___

   If yes, did you read, view, or listen to the entire series? Yes___ No___
4. What is objectionable regarding the item? Why? (Be specific.)_____

   _____

   _____
5. How did you react to the objectionable part of the item?_____

   _____
6. Were there good sections included in the item? Yes___ No___

   If yes, please list them._____

   _____
7. Did you locate reviews of the item? Yes___ No___

   If yes, please cite them. _____

   _____

   _____

   If no, why not?_____
8. Did the review(s) substantiate your feelings? Yes___ No___
9. Is there any educational merit to the item? Yes___ No___
10. How do you see the item being utilized in an educational program?_____

    _____

    _____

11. List the persons with whom you have discussed this item.

Name	Address	Title/occupation

12. What were their reactions and/or opinions?

13. What do you suggest should be provided to replace the item in question?

14. What do you suggest be done with the item in question?

Date

Signature of Complainant

Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities

Bylaw 13A.04.05.01–03

.01 Programs

A. All public schools shall include in their programs of studies, either as part of current curricular offerings or as separate courses, appropriate instruction for developing understanding and appreciation of ethnic and cultural minorities.

B. The State Department of Education shall develop:

(1) Guidelines to assist local boards of education in developing the curricular offerings; and

(2) Criteria for use by local boards in evaluating and selecting instructional materials for schools which will insure that proper recognition is given to ethnic and cultural minorities.

C. The State Department of Education shall require and review reports from local boards of education on the implementation of programs of studies and on the selection of instructional materials pertaining to ethnic and cultural minorities.

.02 Guidelines

The following guidelines have been developed to assist local education personnel in the evaluation of multi-cultural elements within the curriculum. This regulation is divided into three areas: Curriculum, Instruction, and Staff Development, each of which includes a goal statement and minimal objectives.

A. Curriculum.

(1) Goal: To provide curriculum K–12, which will develop an understanding of and an appreciation for racial, ethnic, and cultural groups as an integral part of education for a culturally pluralistic society. The curriculum should include the following:

(a) Specific information on the history and culture of racial, ethnic, and cultural groups in one's community, the nation, and the world;

(b) Specific information on historic events, situations, conflicts, and interpretations from diverse ethnic perspectives;

(c) Specific information on the contributions that racial, ethnic, and cultural groups have made to the development of American civilization;

(d) Specific information on the social and economic conditions which racial, ethnic, and cultural groups have experienced and continue to experience in the United States;

(e) Specific information of the nature of racism, bias, and prejudice as these affect the behavior and experience of racial, ethnic, and cultural groups.

(2) Goal: To provide curriculum K–12, which will develop an appreciation for racial, ethnic, and cultural groups as an integral part of education for a culturally pluralistic society. The curriculum should promote the following:

(a) Valuing one's ethnic heritage;

(b) Valuing the uniqueness of other cultures other than one's own;

(c) Valuing the richness of American cultural diversity;

(d) Respecting diverse racial, ethnic, and cultural groups throughout the world;

(e) Eliminating stereotypes related to racial, ethnic, and cultural groups;

(f) Being sensitive to individual traits of racial, ethnic, and cultural groups.

B. Instruction. Goal: To provide instruction, K–12, which will develop an understanding of and appreciation for racial, ethnic, and cultural groups as an integral part of education for a culturally pluralistic society. Instruction should include the following:

(1) Creation of an educational climate in which different cultural and linguistic patterns are valued and nourished;

(2) Grouping of students to reflect cultural diversity when possible;

(3) Use of instructional activities which recognize and appreciate the student's cultural identity and heritage;

(4) Evaluation of the nature of racism, sexism, bias, discrimination, and prejudice;

(5) Use of instructional activities that promote an understanding of and a respect for a variety of cultural behavior patterns, as well as physical features;

(6) Use of instructional materials which reinforce the concept of America as a pluralistic society;

(7) Incorporation of racial, ethnic, and cultural instructional materials in subject areas;

(8) Creation of a school environment that reflects the ethnic diversity of the community;

(9) Participation of students and staff from different ethnic backgrounds in school activities.

C. Staff Development. Goal: To provide inservice training for local education agency personnel which prepares them to design, manage, and implement multicultural education. This may be accomplished through the following:

(1) Inservice activities which will allow teachers to explore attitudes and feelings about their own ethnic identity;

(2) Inservice activities to identify instructional strategies and techniques appropriate for multi-cultural education;

(3) Training in assessing the strengths and needs of students from varied cultural backgrounds in order to develop multi-cultural instructional programs;

(4) Training for identification of stereotyping, discrimination, bias, and prejudice;

(5) Instruction in the purposes and appropriate uses of instructional materials relating to multi-ethnic studies.

.03 Criteria

A. These criteria were developed for use in evaluating and selecting instructional materials to insure that proper recognition is given to racial, ethnic, and cultural minorities.

B. Instructional Resources. Goal: To provide instructional resources which will insure an understanding of and appreciation for racial, ethnic, and cultural groups. The following minimal criteria should be used when selecting multi-cultural resources:

(1) Materials that avoid stereotyping, bias, and prejudice toward racial, ethnic, and cultural groups;

(2) Materials that reflect aspirations, attitudes, and problems of racial, ethnic, and cultural groups;

(3) Artistic, historic, and literary contributions of racial, ethnic, and cultural groups;

(4) Instructional materials in all content areas that represent American society as multicultural;

(5) Human resources to help students understand cultural diversity.

Guidelines for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities

Each school system has the responsibility for providing climates of learning, programs, and materials which give all pupils full and accurate information concerning the role of all minority groups in the development of America, of their legitimate place in the history of our nation and the world, of their contributions in the fields of science, social science, literature, art, and entertainment, and the intrinsic value of each individual regardless of his/her race, creed, color, or economic status. Schools with any minorities represented in their populations have the additional responsibility for providing programs and materials which assist these pupils in identifying themselves as worthwhile individuals in a majority-based society.

The purpose of these *Guidelines* is not to describe the climates and the programs, but to provide criteria for the evaluation and selection of materials to support them. The *Guidelines* are general in nature. They apply equally to materials concerning any minority group; e.g., blacks, migrant workers, American Indians, or any group whose language and cultural backgrounds are different from the majority. However, for simplicity in citing examples, Black Americans are used as the minority group throughout the following guidelines.

"Instructional materials" mean textbooks, library books, periodicals, pamphlets, programmed materials, tape and disc recordings, art prints, pictures and study prints, films, filmstrips, slides, and transparencies—in other words, material in any format used in any manner which influences the pupil's learning and the teacher's teaching.

To be effective, instructional materials must be used by pupils and teachers, and the extent to which they are used is largely dependent upon the learning climate established and the programs provided. Any evaluation of the effectiveness of the materials provided must lean heavily on the use made of them. Other factors must be considered in any evaluation: the scope of the collection of both print and nonprint items, the extent to which biased and out-of-date materials are discarded, and the procedures that promote easy use and accessibility. No collection should be evaluated solely on the basis of recent additions to the print collection.

General Criteria

1. Materials selected should contribute toward developing an attitude of inquiry and a growth in factual knowledge; stimulating literary appreciation, aesthetic values, and ethical standards; and helping pupils to make intelligent judgments in their daily lives.

2. Materials are sometimes selected which are harmful to young people of minority groups; e.g., not all characters who are black must of necessity be portrayed as good or

exemplary in behavior, but if they are portrayed as bad or cowardly, there must be a reason other than the fact that they are black. The representation of a character in an unkind or degrading manner may seem inconsequential to a white child but may contribute toward the failure of a black child to develop a healthy self-image. It may also cause the child to reject all other materials available for his/her use.

3. Illustrations in both print and nonprint materials should be carefully evaluated. Many children judge materials by the illustrations. If they portray abnormally-proportioned, repulsive characters, children are certain to reject the materials. Children do not expect every character to be beautiful—in fact, they identify more readily if characters look more like people they are likely to meet in everyday life. Sometimes illustrations err in subtle ways; however, they may perpetuate a feeling of black inferiority if all the authority figures are portrayed as white.

4. Materials selected should provide psychological support for learning by making it possible for blacks to identify themselves with individuals or groups. Children who may not regularly associate with children different from themselves should have every opportunity to develop respect for the inherent worth and rights of all persons through the use of these materials. No materials which humiliate anyone should be included. No matter how entertaining the material is, one group of children should not be entertained at the expense of another. For example, the evaluator needs to ask, "How would I feel using this material if I were black? What attitude might I form if I were white?"

5. Another aspect to be considered by materials for today's youth is the importance of emphasis on life as it really is; e.g., in assessing materials for their realism, it is vital that ghetto life be depicted accurately. Attention should be focused on the strengths and positive personal values that ghetto residents convey to their children in their efforts to master their environment.

6. In considering the constructive potential of biracial materials for children and young people, one does not ask that they be antiseptic and shrink from portraying harsh realities. Increasingly, authors and producers must use these realities to foster awareness and sensitivity among young users and to help them know better their own strengths and power to bring about change.

Criteria for Factual Material

1. Informational material should be factual and objective. Generalizations, editorializations, and platitudes should be avoided. Whenever opinions are given, they must be clearly identified as such.

2. Political, economic, and social evils should receive frank treatment rather than be defended, minimized, or ignored. Controversial and unpleasant matters should not be avoided.

3. The material should reflect authoritative, comprehensive, and current research. It must seek to remove myths and interpretations which have obscured the proper history, roles, and contributions of various minority groups and their prominent representatives in American life.

4. All aspects of the subject—both negative and positive—should be given reasonable attention. Material must treat with historical accuracy and frankness present and past

tensions and intergroup relations, as well as the undesirable consequences of withholding rights and freedom from any citizen. It should present effective ways in which such problems are and have been solved through the harmonious interaction of individuals.

5. The material should consider minority participation in all subject disciplines. All historical and present facets of American life covered by the curriculum must include materials on racial and ethnic minority participation. For example, Benjamin Banneker, the inventor, and Matthew Henson, the explorer, should be included in material on American inventors and on Arctic exploration. Awareness of a multi-ethnic, multi-racial society should be an important factor in the selection and evaluation process.

6. The range of human characteristics should be described to eliminate the danger of stereotyping according to race, religion, or national origin or ancestry. Such matters as cultural pluralism and diverse factors affecting groups should be included in print and nonprint materials.

Criteria for Imaginative Materials

Novels, stories, poetry, and non-factual films, which by their qualities of style or treatment offer experiences of an imaginative nature, should increase the social sensitivity of young people and help them to extend their experiences to gain insights, appreciation, and understanding of themselves and others. Creative works should be selected which avoid occupational stereotypes and misleading overgeneralizations concerning the ethnic background, culture, and traditions of minority Americans. For example, books should picture blacks as holding all sorts of positions and should portray them as people faced with the universal problems of all mankind: earning a living, hating and loving, rejoicing and grieving, experiencing success and failure, learning to find their way through a complex world of ideas, and living with other people. Since dialogue and pictures are very close to characterization, the language used by characters and pictures of them should be honest and convincing. The emotional interpretations attached to pictures and language demand careful analysis and critical review. Words which may strain relations between individuals and groups should be de-emphasized.

Print and nonprint materials for secondary school readers should include many works drawn from the field of literature for adults. These materials should be selected because of their timeliness, their honesty in presenting provocative ideas and factual information, and their appeal to young people who have the intellectual and emotional maturity to appreciate them.

Implementation

These guidelines constitute the basic criteria to be utilized in the selection of all instructional media for schools in the state. They are to be disseminated, interpreted, and discussed with the entire educational community, lay groups, and students throughout the state.

Each local education agency will report annually, as part of the Status of Ethnic/Cultural Instructional Programs and Integration in Maryland Public Schools, on the extent to which specific steps have been taken to effect implementation of the guidelines.

Maryland State Board of Education
Resolution No. 1974–48
Re: Sex Stereotyping in Textbooks and Other Instructional Materials

WHEREAS, Federal and State requirements established in the Maryland Equal Rights Amendment and Title IX of the Education Amendments Act of 1972 must be implemented; and

WHEREAS, Instructional materials have an effect on the development of self-identity and on the sense of belonging in a pluralistic society; and

WHEREAS, Materials that present girls and women in inferior or limited stereotyped roles tend to inculcate attitudes and values that are discriminatory and limit opportunities for women in today's world; and

WHEREAS, Textbooks and library materials used in the schools often do not reflect the changing societal attitudes toward traditional roles assigned to women and men solely on the basis of sex; now therefore, be it

RESOLVED, That the State Board of Education directs the Maryland State Department of Education to work with the local school systems to develop procedures for ensuring the elimination of sex stereotyping in print and nonprint materials; and, be it further

RESOLVED, That the State Board of Education urges each local school system to implement procedures for the review, selection, and purchase of print and nonprint materials.

Guidelines for the Elimination of Sex Stereotyping in Instructional Materials

Implementation

When evaluating and selecting instructional materials, it is recommended that the following criteria be used as guidelines:

General Critera*

Does the material in both its textual content and illustrations:

1. Evidence on the part of writers, artists, and editors a sensitivity toward prejudice, stereotypes, and the use of material which would be offensive to either sex?
2. Suggest, by omission or commission, or by overemphasis or underemphasis, that any segment of our population is more or less worthy, more or less capable, or more or less important in the mainstream of American life?
3. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of both sexes?
4. Provide recognition for both sexes by placing them in positions of leadership?
5. Depict both males and females in situations which exhibit them as fine and worthy models to emulate?

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* Adapted from Association for Supervision and Curriculum Development Resolution—March 1974.

6. Give comprehensive, broadly ranging, and well-planned representation to both sexes—in art and science, in history, mathematics, and literature, and in all other areas of life and culture?

7. Portray men and women working together in such a way as to build positive images, mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all?

8. Assist students to recognize clearly the basic similarities among all members of the human race and the uniqueness and worth of every individual?

9. Help students appreciate the many important contributions to our civilization made by both men and women, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?

In the process of evaluating and selecting print and nonprint materials, the following checklist may be used along with the Selection Guidelines to implement Resolution 1974–48.

Yes No

☐ ☐ Are the writers, illustrators, and editors sensitive to the inclusion of materials that might offend either sex?

☐ ☐ Is there a suggestion that any segment of the population is more or less worthy, capable, or important than another?

☐ ☐ Is the treatment of each sex balanced in a full, fair, and accurate manner?

☐ ☐ Are both sexes depicted in leadership roles?

☐ ☐ Are there male and female models worthy of emulation?

☐ ☐ Are both sexes represented in discussions about art, science, history, mathematics, literature, and all other areas of life and culture?

☐ ☐ Are the sexes shown working together as equal partners?

☐ ☐ Is there recognition of the similarities as well as the unique traits in people?

☐ ☐ Are both sexes depicted as contributors to our culture?

Selection of Curricular Materials for Family Life and Human Development

Bylaw 13A.04.01.02

.02 Standards and Procedures for Family Life and Human Development Programs

The following standards and procedures for Family Life and Human Development programs are to be established in accordance with Regulation .01, above:

A. Goals and Objectives.

(1) The programs of Family Life and Human Development shall serve two important goals:

(a) To build an understanding of the rational and ethical basis of moral values generally accepted in our society; and

(b) To develop the foundation for making responsible choices of behavior that will reflect respect for the individual and for others in the family and community.

(2) The objectives of these programs are to enable maturing youth to:

(a) Understand family relationships and accept family responsibilities;

(b) Appreciate the unique bonds of love and loyalty that bind the family;

(c) Cope with stress and trouble that the family may encounter;

(d) Value the individuality of each family member and encourage growth and development of each separate personality;

(e) Cooperate with members of other families in the community;

(f) Recognize and understand the differences in family structures, customs, and values in society;

(g) Learn the parts of the reproductive system and attain an understanding of the system in order to properly care for and use the system wisely;

(h) Mature into manhood or womanhood with minimum anxiety and confusion over the proper sexual role;

(i) Understand and value the distinct characteristics of the masculine and feminine points of view; and

(j) Develop a background to prepare for a deep and meaningful relationship in a permanent and satisfying marriage.

B. Content.

(1) The content of the Family Life and Human Development programs shall be organized around three areas of focus; interpersonal relationships, physiological and personality changes, and advanced physiology and psychology of human sexual behavior. Each area shall be handled in distinctly different manners, and the program shall be related to and coordinated with health, science, social studies, and other appropriate areas in the curriculum.

(1) Focus Area One: Interpersonal Relationships.

(a) The content shall be concerned with family life and interpersonal relationships both within and outside the family. The content shall be a part of the regular curriculum for all students in grades kindergarten through 12, to be taught in mixed groups and included within the framework of existing subject areas. The content shall differ in kind and design according to the maturity of the students. Discussions shall encourage respect for personal relationships within the pupil's family, and may not invade the privacy of the family.

(b) The following areas shall be emphasized in each program of the local school system: self-respect, mutual respect, consideration of the needs of others, affection and love, variety of family structures and roles of family members, male and female roles in American society, and moral and ethical implications of behavior.

(3) Focus Area Two: Physiological and Personality Changes.

(a) The content shall be concerned with the physiological and personality changes related to maturation and human reproduction. The material shall be presented as an identifiable unit within the total program. This unit shall be introduced as shortly in advance of puberty as is practical. The specific timing shall be a matter of local option, but direct teaching of human reproduction may not begin earlier than age 10 or later than age 12.

(b) Each local school system shall develop a prescribed procedure for consultation and discussion with community groups relative to the program of human reproduction. If a separation of the sexes is made, the same information shall be presented to both groups.

(c) Pupils may be excused from this unit of the program upon a written request from their parents or legal guardians. For those pupils excused from the unit, each local school shall provide other worthwhile learning activities, such as independent study on a topic in a health area or another area of the students' interests or needs. Each local school shall make arrangements to permit those girls not participating in the total program in Focus Area Two to receive instruction concerning menstruation.

(d) The following areas of emphasis shall be included in each program of the local school system: physical maturation, emotional maturation, human reproduction, the birth process, infant care, growth and development during early childhood, and the physiology of aging.

(4) Focus Area Three: Advanced Physiology and Psychology of Human Sexual Behavior.

(a) The content shall be concerned with the advanced physiology and psychology of human sexual behavior and related matters and may be offered as an elective course at the junior or senior high school level, or both. However, it shall differ in kind and degree according to the level of maturity of the students.

(b) The local school system shall study present courses in which this information is now included to determine which elements might more appropriately remain in these courses. Biology teachers, for example, might continue to teach the reproduction process.

(c) Other aspects of sexual behavior related to Focus Area Three shall be offered in an identifiable elective course. A student who chooses this course shall have the prior consent of his/her parents or legal guardian. The elective course may be taught separately to boys and girls, but should include the same information for both groups. It should be offered several times each school year to make it available to as many students as possible. Erotic techniques of human intercourse may not be discussed. All instruction shall be objective and carefully supervised.

(d) The following areas of emphasis shall be included in each program of the local system: maturation, the reproductive process, sex deviations, contraception, premarital intercourse, marriage and family responsibilities, family planning, and venereal diseases.

(e) Adult Education. A course concerning Family Life and Human Development shall be offered if funds are available by local school systems as part of an adult

education program. This course would provide parents with an opportunity to strengthen their own backgrounds of information in the subject matter taught in their children's school. The course would also increase parents' competencies to answer their children's questions more effectively and to understand their children's behavior. The adult course would serve as a means through which parents could inform themselves on the most effective means to convey sound emotional attitudes about human sexuality to their children.

C. Selection of Curricular Material.

(1) Each local school system shall establish procedures for evaluating and selecting printed and audiovisual materials to be used in all phases of Family Life and Human Development programs.

(2) The local system shall appoint a joint committee of educators and representatives of the community which shall examine all printed and audiovisual materials proposed to be used in the schools. Its recommendation shall be submitted to the Superintendent of Schools and the local board of education for final action. The local system shall use its existing procedures for evaluating reading level, factual content, and general suitability of material for different levels of instruction.

(3) The printed and audiovisual materials shall meet the established criteria which follow. Material may not be used at the elementary school level which portrays the male and female sex organs in juxtaposition, and material may not be used at any level which discusses or portrays erotic techniques of sexual intercourse. Each school shall provide special opportunities for parents to view all instructional materials to be used in the program before the materials are used in the classroom. Materials used shall be consistent with the goals and objectives of the Family Life and Human Development program. The materials shall be chosen with regard to reading ability and level of understanding of students who are to use the materials. Each local school system shall publish at regular intervals a list of its approved printed and audiovisual materials.

(4) Each local school system shall submit to the Division of Instruction of the State Department of Education, the policies and procedures and criteria for selection and evaluation of printed and audiovisual materials and the approved published list of these materials.